

THE EFFECTS OF STRUCTURED COUNSELING ON THE READING  
ACHIEVEMENT OF GRADUATE STUDENTS

A THESIS  
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF SPECIALIST IN EDUCATION

BY  
GARY R. CLOYD

ATLANTA UNIVERSITY  
DEPARTMENT OF CURRICULUM  
SCHOOL OF EDUCATION

ATLANTA, GEORGIA

JULY 1988

R- vi T- 82

ABSTRACT  
READING EDUCATION

CLOYD, GARY R.

B.A., MOREHOUSE COLLEGE, 1978  
M.A., ATLANTA UNIVERSITY, 1981

THE EFFECTS OF STRUCTURED COUNSELING ON THE READING ACHIEVEMENT OF  
GRADUATE STUDENTS

Advisor: Professor Gloria A. Mixon

Thesis dated July, 1988

This study was undertaken to investigate the effectiveness of the use of counseling in graduate remedial reading services. The attendant problem was to determine if there existed a significant difference between the mean reading achievement scores of students who had counseling added to their program as compared to those who did not. The subjects were twelve graduate/professional students enrolled at Atlanta University, Atlanta, Georgia, who were assigned to reading classes in the Communication Skills Program.

The findings of this study revealed that there was no statistically significant difference at the .05 level between the scores of the two groups. Additionally, it was found that: 1) the use of structured counseling did not affect reading achievement. 2) the direct teaching of vocabulary in structured counseling sessions increased the mean score in vocabulary, but no significant differences resulted. 3) the mean scores of students who were counseled achieved higher scores in vocabulary and comprehension, as measured by the Nelson-Denny Reading Test, than the students who were not counseled, though the differences were not statistically significant.



© 1988

Gary R. Cloyd

All Rights Reserved

## TABLE OF CONTENTS

	Page
LIST OF TABLES .....	v
ACKNOWLEDGEMENTS .....	vi
 Chapter	
I. INTRODUCTION .....	1
Rationale .....	2
Evolution of the Problem .....	13
Purpose of the Study .....	14
Research Method and Procedural Steps.....	15
Significance of the Study .....	16
Contribution to Educational Knowledge .....	17
Definition of Terms .....	17
Limitations of the Study .....	18
Assumptions of the Study .....	19
Summary .....	19
II. REVIEW OF LITERATURE .....	21
Introduction.....	21
Establishment and Design of Special Programs at the College Level.....	21
The Improvement of College Reading Programs.....	25
Counseling in the Reading Program.....	35
Summary of Related Literature.....	50
III. METHODS AND PROCEDURES.....	51
Communication Skills Program Goals and Objectives.....	51
Locale.....	52
Information on Selection of Subjects.....	52
Quasi-Experimental Design.....	53
Statistical Treatment of the Data.....	53
Assessment Instrument Employed in the Study.....	54
The Procedure.....	55
Summary.....	56
IV. PRESENTATION AND ANALYSIS OF DATA.....	57

	Page
Introduction.....	57
Analysis of Pre-test Vocabulary Results.....	57
Analysis of Pre-test Comprehension Results.....	58
Analysis of Pre-test Total Score Results.....	59
Analysis of Post-test Vocabulary Results.....	60
Analysis of Post-test Comprehension Results.....	60
Analysis of Post-test Total Score Results.....	61
V. SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS .....	64
Recapitulation of Basic Elements of the Study.....	64
Findings.....	68
Conclusions.....	68
Implications.....	69
Recommendations.....	69
APPENDICES .....	71
BIBLIOGRAPHY .....	77

## LIST OF TABLES

Table	Page
1. Beginning (C) and Ending (D) Scores for Experimental Group.....	58
2. Beginning (C) and Ending (D) Scores for Control Group.....	59
3. Individual Gain/Change Score.....	62
4. Summary of Results.....	63
5. Pre/Post-test Comparisons.....	63

## ACKNOWLEDGEMENTS

There are many persons to whom I am most sincerely indebted for helping prepare this thesis. Without their help, encouragement and prayers, it would have been far more difficult to complete. I wish to express my thanks to my past advisors, Dr. Ruby Thompson and Mrs. Miriam Jellins for their careful and thoughtful guidance throughout the initial stages of my study at Atlanta University. Special acknowledgement goes to Dr. Gloria Mixon, my present advisor, for allowing me to conduct this study in the Communication Skills Program at the University and for her advice and guidance during the final preparation of this thesis.

I am grateful to the students who participated in this study, and to Dr. W. Coye Williams for analyzing the data. I cannot begin to thank Ms. Pauline Moore for her patience and professional assistance in typing, editing and preparing each component of the thesis.

This thesis is dedicated to my mother, Mrs. Pansy V. Woods Cloyd, my wife, Gwyneth D. Hirsch-Cloyd, and my son, Christopher H. Cloyd, who, through their consistent understanding, encouragement and love provide the inspiration that made it possible for me to complete this and other endeavors.

## CHAPTER I

### INTRODUCTION

Recently, educators, businessmen, congressmen and other laymen have expressed concern about the inability of students to read. Moreover, educators, who apparently are doing all that they possibly can do, are confused as to why this problem has reached massive proportions.

Society is quite content to point the finger at teachers for inferior readers, and, at all levels, the teacher, particularly, those considered as reading specialist, are taking this unjust and uncalled for humiliation in stride.

"Reading instruction beyond elementary school is considered either unnecessary or useless by many people for one of two reasons."<sup>1</sup> First, there are those who believe that if students have not learned to read well by the time they enter middle school and high school, they will never learn to read well at all.<sup>2</sup> Second, there are those who believe that the reading instruction provided at the elementary level is sufficient for a lifetime of reading.<sup>3</sup> Furthermore, it is felt that the answer to the problems in reading -- illiteracy, remedial reading

---

<sup>1</sup>Harold L. Herber, "Reading Programs Grades Seven through Twelve," in Projections for Reading: Preschool through Adulthood (Washington: D. C.: Government Printing Office, 1978), p. 47.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

programs, jobs, and work failure--is better reading instruction in elementary schools, not the development of reading programs at all academic levels.<sup>4</sup>

College and university reading teachers are finding that many students are unable to handle the reading load required by their institutions. In addition, many students have no idea as to how to apply study skills.<sup>5</sup> Still, college and university administrators and laymen pose the question: Why do you need remedial reading courses at the college and university levels? The answer is simple: "Reading is a fundamental communication skill requiring development at every level of education."<sup>6</sup>

### Rationale

It is, indeed, highly unusual to find remedial reading programs in professional/graduate schools. If a program of this nature is in existence, then, the initiative for providing such services probably comes from an overt awareness that many students entering schools at this level may be academically disadvantaged because of poorly developed communication skills.

---

<sup>4</sup>Ibid.

<sup>5</sup>Kathleen T. McWhorter, Instructor's Manual to Accompany College Reading and Study Skills (Boston: Little, Brown and Co., 1980), p. 3.

<sup>6</sup>Edward Fry, "College and Adult Reading" in Projection for Reading: Preschool through Adulthood (Washington, D. C.: Government Printing Office, 1978), p. 63.

The methodologies and teaching technologies used in remedial reading programs of professional/graduate schools are many times inappropriate. Oftentimes, this is due largely to the fact that these programs use an upward extension of methodology originally intended for secondary school students or for college level corrective/remedial reading/study skills courses. Several problems exist because of this extension of methodology. Some of these problems are both student-related and teacher-related. They include: 1) little inclination on the part of students to use the study methods that they have been taught; 2) the loss of faith by students in their ability to improve themselves; and 3) the limited understanding about the nature of the special reading/study problems students encounter at advanced levels.<sup>7</sup>

Many times reading programs embrace the cognitive domain but ignore the affective domain. According to Bloom, activities for attaining affective objectives provide students with opportunities to become aware of the existence of various phenomena; receive or take notice to particular stimuli; respond or attend to stimuli; develop or change interests, values, and attitudes; organize one's value system; and respond consistently to the environment on a basis of this internalized value system.<sup>8</sup>

---

<sup>7</sup>McWhorter, College Reading and Study Skills, pp. 1-5.

<sup>8</sup>Benjamin S. Bloom, ed., Taxonomy of Educational Objectives (New York: David McKay, 1956), p. 23.



More specifically, the affective domain involves the development of student's feelings, attitudes, values, and emotions. Lorin and Jo Anderson view affective goals as positive attitudes toward mathematics, science or reading instruction as means toward an end.<sup>9</sup>

Krathwohl, one of the developers of the affective domain, sought to establish points of reference in this domain so that instructional objectives could be developed within a systematic framework. He describes five areas or categories in this domain: receiving (attending), responding, valuing, organization, and characterization by a value or value complex. These categories are subdivided and are hierarchically arranged along a continuum. On the continuum, the categories are arranged internally rather than by complexity.<sup>10</sup> When a learner is directed through each category of the affective domain, "he is then willing to receive a particular attitudinal or value position and would conclude by internalizing this position into his life style."<sup>11</sup> In essence, the overall focus of the affective domain is the development of attitudes and values.

The affective domain can provide a conceptual framework within which to view the instructional process, particularly reading instruction

---

<sup>9</sup>Donald Orlich et al, Teaching Strategies, 2nd ed. (Lexington, Massachusetts: D. C. Heath and Company, 1985), p. 107.

<sup>10</sup>David R. Krathwohl et al, Taxonomy of Educational Objectives. The Classification of Educational Goals. Handbook II: Affective Domain (New York: McKay Company, 1964), p. 6.

<sup>11</sup>Ibid.

at the advanced level. An understanding of the major ideas in the affective domain provides teachers with the necessary tools with which to improve their instructional program.

In American Reading Instruction, Nila Banton Smith suggests that throughout the history of American educational research there has been a constant study of the problems of reading and the application of the resulting findings to academic situations.<sup>12</sup> It can be observed from experience and from investigation "that the emotional state of an individual at the time he is learning a task has as definite an influence upon his efficiency as have the mechanical processes involved."<sup>13</sup> Vernon, in Backwardness in Reading, holds that even though there exists a multitude of factors associated with students experiencing reading difficulties, "there are no factors which appear in all cases--other than the inability to read easily."<sup>14</sup>

To some extent, teachers can control the academic processes utilized in a learning environment; yet, teachers are unable to control or unable to know, the student's affective reaction to reading. Barker suggests that when students come to a learning situation to improve their reading, "they cannot be separated from their personalities, emotions, attitudes, fears, worries and a multitude of little quirks peculiar to themselves

---

<sup>12</sup>Nila Banton Smith, American Reading Instruction (New York: Silver Company, 1934), passim.

<sup>13</sup>G. Keith Dolan, "Counseling as an Aid for Delayed Readers," Journal of Reading 8 (November 1964): 129.

<sup>14</sup>M. D. Vernon, Backwardness in Reading (Cambridge, Massachusetts: University Press, 1958), p. 186.

as individuals."<sup>15</sup> Thus, how a person regards himself and how he perceives his academic opportunities determine the effectiveness of his learning environment.

Reading instruction improves as an individual's attitude toward himself improves. Russell suggests a third level, the affective level in reading when he defines reading as a three-level process. He writes:

Learning at this level affects the individual's present and future behavior, his attitudes, and his personality. This is the kind of learning in which there is a change in the direction of self-enhancement through personal involvement either in the literary endeavor or in the acquisition of the tools of the reading process. An obvious question at this point is whether improvement in college reading instruction is accompanied by a change in the individual's concept of self.<sup>16</sup>

Parallel to Russell's third-level of reading is the idea of pervasive learning as had been suggested several years earlier by the psychologist Carl Rogers. This learning, as Rogers notes, "affects the individual's present and future behavior, his attitudes, and his personality."<sup>17</sup>

Counseling seeks to change behavior or resolve problems. Wrenn defines it as "a dynamic and purposeful relationship between two people

---

<sup>15</sup>Miriam Lois Barker, "The Interrelation between Personality and Reading Difficulties," Ph.D. dissertation, Western Reserve University, 1953) cited by G. Keith Dolan, "Counseling as an Aid for Delayed Readers," Journal of Reading 8 (November 1964):129.

<sup>16</sup>David H. Russell, "Personal Values in Reading," Reading Teacher 15 (December 1961):172.

<sup>17</sup>Carl Rogers, Client-Centered Therapy (Boston: Houghton-Mifflin Company, 1951), p. 51.

in which procedures vary with the nature of the student's need, but in which there is always mutual participation by both, the counselor and student, with the focus upon self-clarification and self-determination by the student."<sup>18</sup>

Kirk suggests that counseling has as its goal the utilization of personal assets toward the end of self-understanding as a pivotal point of behavioral change and improved functioning and gain in satisfactions.<sup>19</sup> "Educational counseling," she states, "gives the student the opportunity to benefit to the greatest extent from his educational experience."<sup>20</sup>

Presently, there is a need for change in the way the teaching of reading is done at the professional/graduate school level. In recent years, federal monies have made provisions for many reading programs at every level, kindergarten through graduate school.<sup>21</sup> Yet, the main, albeit, critical issue in reading instruction, particularly among black teachers and students at this level, remains unchanged.<sup>22</sup>

---

<sup>18</sup>C. Gilbert Wrenn, Student Personnel Work in College, quoted in Stanley A. Fagen and Leonard J. Guedalia, Individual and Group Counseling (Washington, D. C.: Psychoeducational Resources Inc., 1977), p. 11.

<sup>19</sup>Barbara Kirk, quoted in Calvin D. Catterall and George M. Gazda, Strategies for Helping Students (Springfield, Illinois: C. C. Thomas, Inc., 1978), p. 7.

<sup>20</sup>Ibid.

<sup>21</sup>Ruby W. Martin, "Historical Perspectives in College Reading Past to Future," A Report on a Cooperative Academic Planning Curriculum Development Workshop in Curriculum Change in Black Colleges VII (Washington, D. C.: Institute for Services to Education, Inc., 1974), p. 66.

<sup>22</sup>Ibid.

As they exist at the advanced level, reading problems are complex, and usually ignored by the university community. In many instances, this problem exists because nobody knows how to handle it.<sup>23</sup> Leedy writes this about the situation of disabled readers at the advanced level:

The awareness of the faculty in most colleges and universities of the needs that exist with respect to reading instruction for a large proportion of their students is appalling. Many of them simply do not know whether the students in their classes can read effectively or not--and what's more, they care less.<sup>24</sup>

The ability to function effectively in an academic environment entails more than just completing a course of study. It includes "the suitability of the particular educational institution for the student's needs; the suitability of the course of study in which he is embarking for his abilities, interests and temperament; his readiness psychologically to be in school at all; the balances and satisfactions in his personal, social, emotional life; and his complex of attitudes and motivations."<sup>25</sup>

We must look very closely at our professional/graduate school programs, for there does exist a need for remedial reading services. Not only must we provide this service, but our programs must be designed

---

<sup>23</sup>Martin, "Historical Perspectives in College Reading," p. 67.

<sup>24</sup>Paul D. Leedy, "Discovering Those Who Need Individual Help in Reading in College," Reading and Inquiry, International Reading Association Conference Proceedings, vol. 10, 1965, p. 167.

<sup>25</sup>Martin, "Historical Perspectives in College Reading," p. 68.

to address the reading problems in the student's affective domain (emotions, attitudes, and feelings) as they are presently addressed in the cognitive domain.

There have been many studies conducted on the significance of the student's ambitions and self-concept and to the self-expectations of students.<sup>26</sup> The results of these studies suggest that there is a trend toward counseling-oriented practices.<sup>27</sup> Spache in the paper, "College-Adult Reading - Past, Present and Future," suggests two ideas that this type of program must have:

First, that reading is an intellectual task characterized by insight and planning, and secondly, that the variety of the causes of reading difficulties makes group remedial instruction impractical.<sup>28</sup>

He further suggests that counseling-oriented reading programs represent the most advanced in the development of the college-adult field.<sup>29</sup>

Since the 1950s, the science of adult instruction has evolved. This science, known as andragogy, has sought to prove that adults are not merely large students. McClusky suggested in his "Central Hypotheses about Adult Learning" that a collection of significant basic assumptions

---

<sup>26</sup>David M. Work, "Twenty-five Years of Research on Adult Reading," Philosophical and Sociological Bases of Reading in Fourteenth Yearbook of the National Reading Conference, 1965, p. 218.

<sup>27</sup>Ibid.

<sup>28</sup>George D. Spache, "College-Adult Reading - Past, Present and Future," The Psychology of Reading Behavior in Eighteenth Yearbook of the National Reading Conference, 1969, p. 191.

<sup>29</sup>Ibid.

about adults which clearly present important differences between adult and childhood orientations to learning be established.<sup>30</sup> Kidd<sup>31</sup> and Knowles,<sup>32</sup> in later studies, provided some comprehensive theories about the characteristics and styles of the adult learner. Some of these assumptions include:

1. The heart of adulthood is independence and self-direction
2. The mature individual is a veritable storehouse of codified experiences which are the essence of his central identity
3. The adult's readiness for learning is inherent in his societal role as a worker, parent, spouse, student and the like
4. The adult's orientation to learning is here and now and problem centered<sup>33</sup>

The first studies which attempted to justify reading improvement efforts with college students were revealed in the late 1930s. However, it was not until the 1948 NSSE Yearbook appeared that the attention focused upon developmental reading at the college level. In this yearbook, Harris revealed the concern of teachers over the ineffective way

<sup>30</sup>Howard McClusky, "Central Hypotheses about Adult Learning," Report of the Commission of the Professors of Adult Education (Washington, D. C.: Adult Education Association of the United States of America, 1958).

<sup>31</sup>J. R. Kidd, How Adults Learn, rev. ed. (New York: Association Press, 1973), pp. 21-30.

<sup>32</sup>Malcolm S. Knowles, Modern Practice of Adult Education: Andragogy versus Pedagogy (New York: Association Press, 1970), pp. 50-62.

<sup>33</sup>Eunice Shaed Newton, "Andragogy: Understanding the Adult as a Learner" in Reading and the Adult Learner, ed. Laura S. Johnson (Newark, Delaware: International Reading Association, 1980), pp. 3-4.

in which many students read material in the content fields.<sup>34</sup> In spite of the many efforts and publications of researchers in reading from the 30s to the 70s, very few schools have offered reading courses beyond the eighth grade.

Recently, however, changes in higher education have suggested a need to reexamine some assumptions concerning remedial programs. What is evident is the fact that there is a need for the graduate remedial reading program, and it should exist for those graduate students who do not, for a variety of reasons, learn to read well in their earlier academic years. Furthermore, it should be designed to assist the student in making his academic sojourn successful. This is by no means an easy task.

For successful academic achievement, the graduate student must be made aware of various approaches suitable for reading a variety of materials. The student must not only know the specialized techniques needed for reading in different content areas, but, he must be able to integrate ideas gained from reading and from other experiences as well. Thus, it is imperative that a student understand the place that reading has in his life and his environment.

The ability of graduate students to read advanced level material is usually taken for granted, for many times it is felt that students

---

<sup>34</sup>Theodore L. Harris, "Making Reading an Effective Instrument in Learning in the Content Fields," in Forty-seventh Yearbook of the National Society for the Study of Education, Part II, 1948, p. 116.



who have significant reading problems either "were not on campus to begin with or did not remain very long."<sup>35</sup> Students experiencing reading difficulties are often characterized by "low self-esteem, fears, doubts, depression, a strong sense of failure and embarrassment."<sup>36</sup> While these attributes describe the disabled reader, many readers who are in basic skills programs or who receive corrective instruction have emotional problems that thwart not only reading achievement but overall academic achievement. Additionally, all learners have non-academic needs which should be addressed in the learning environment.

To provide students with a rewarding, moreover, a productive learning experience, a teacher must address various affective needs. These needs might include:

1. A need for increased self-esteem, a better self-concept that will enable him to admit his reading problem, to set realistic goals for himself, to take chances on new and untried materials and experiences
2. A need to develop trust in an instructor and what he can help him accomplish
3. A need to identify anxiety so it does not interfere with the reading process
4. A need to develop responsibility for improving his own learning and for improving his own reading skills

---

<sup>35</sup>Bebe Ziebel, "The Reading Teacher as Guidance Counselor," Journal of Reading 18 (October 1974):692.

<sup>36</sup>Irwin B. Bergman, "Integrating Reading Skills with Content in a Two-Year College," Journal of Reading 27 (January 1977): 327.

5. A need to broaden understanding of his world and of himself so that he is not consistently impelled into repeating the same self-defeating patterns<sup>37</sup>

Although these needs are evident at all levels, limited attention has been given to them at the graduate level, particularly in the Communication Skills Program at Atlanta University where students with special needs in reading are often intimidated by having to enroll in a reading class. What is apparent is the fact that many students seem to lose interest in trying to improve because of a lack of motivation resulting from situations that fail to provide opportunities for improvement or situations that need further discussion and/or advice. Hence, there exists a critical need at this level to address these identified factors for continual improvement in the quality of graduate reading instruction. This study responds to this need.

#### Evolution of the Problem

The researcher has worked for several years in a graduate remedial reading program. He noted that there appeared to be a high rate of success on the Nelson-Denny Reading Test (NDRT) scores of students enrolled in his reading classes when compared to the scores of those students who were enrolled in other classes. What made the difference and why were these students successful in posting higher mean scores than other students were just two of the many questions that disturbed

---

<sup>37</sup>Ibid.

this researcher. Informal tests, teacher discussions, and observations revealed that this researcher was in fact doing something differently; he was counseling with his students in addition to teaching the various reading skills. Aside from the fact that students had not yet grasped the basic fundamental reading skills needed in their academic life, students seemed to want to express their emotions, attitudes, opinions and feelings about having to enroll in a remedial reading program at the graduate level. After discussing this problem with other reading instructors and reading extensively about the role of counseling in academic settings, particularly at the elementary, secondary and college levels, several questions were raised in the researcher's mind about the relationship between structured counseling and graduate reading achievement. These unanswered questions generated the problem in this study.

#### Purpose of the Study

The purpose of this study was to investigate the effectiveness of the use of structured counseling in a remedial reading program at the graduate level. In realizing this purpose, the problem which emerged is articulated in this question: What effect does structured counseling in the reading program have on the overall reading achievement of graduate students? More specifically, the study was designed to test the null hypothesis: There is no significant difference in the mean scores of students enrolled in the Communication Skills Program who have counseling added to their program and students who have not.

Other questions included:

1. In which reading area did the group that received structured counseling show the least gain/most gain
2. In which reading area did the group that did not receive structured counseling show the least gain/most gain
3. Determine if counseling is an effective complement to the graduate remedial reading program
4. Determine if assisting students in understanding their test performances is a positive practice in counseling
5. Which counseling session is more effective for addressing the needs and objectives of the students

#### Research Method and Procedural Steps

The procedural steps employed in this study were:

1. Authorization was obtained from the necessary sources to execute this study
2. Literature related to and pertinent to this study was reviewed and summarized
3. Spring test data were obtained and reviewed from the Nelson-Denny Reading Test for the 1982-1983 school year
4. Students were assigned to reading classes which made up the two groups
5. Students were instructed according to the syllabus with the experimental group receiving the treatment for eight weeks
6. The Nelson-Denny Reading Test, Form D was administered as a post-test. The data from the groups were collected, examined, interpreted, and assembled in appropriate tables as indicated by the purpose of the study
7. Data were analyzed according to the findings from the statistical tests
8. The findings were reported and appropriate implications and conclusions of the study were delineated

Because of the size of the sample, the assignment of subjects of groups and the length of the treatment, a true experimental design would not have been feasible; therefore, a quasi-experimental design was used.<sup>38</sup> A student t test was utilized to determine if there were any statistical significance between the mean scores of the groups. The level of significance was .05.

### Significance of the Study

Several studies found in the review of literature have dealt with improving reading methods and techniques at the college level, and for the adult learner. However, no research could be found that specifically analyzed the results of graduate remedial reading programs using counseling as a part of their programs. Therefore, conclusions regarding the impact and status of graduate reading programs must be drawn from elementary, secondary, and college level programs. Since the question of differences in scores between graduate students who received structured counseling as a part of their remediation program to those who did not has not been addressed before, the study examines this issue.

Research establishing structured counseling as a part of the reading program opens the door for new approaches in research, suggests the need

---

<sup>38</sup>For a discussion of quasi-experimental design see Walter R. Borg and Meredith Demien Gall, Educational Research, 3rd ed. (New York: Longman, Inc., 1979), pp. 557-593.

to investigate the concept of affective reading instruction, adds to an understanding of recognizing the importance of holistic teaching at the university level, and provides bases for further study by other researchers in this area.

Graduate level remediation programs can use this study to develop effective programs for their students. Mini-skill modules can be developed on specific reading skills coupled with specific counseling objectives as suggested by this study. These would involve structured student and teacher conferences to bridge the gaps in student expectations, perceptions, and outcomes; to clarify information, and to further place emphasis on the students' weak reading skills areas. In addition, this study puts the role of counseling by university reading teachers in a more important perspective.

#### Contribution to Educational Knowledge

The findings from this study will lend themselves to a more humanistic approach to the diagnosis, placement, and teaching of reading to graduate students. Once a diagnostic profile has been developed, the reading teacher will be able to employ the structured counseling model to assist students in correcting their reading deficiencies.

#### Definition of Terms

Significant terms used in this study are defined as follows:

1. Structured counseling - The process of communicating and sharing expectations about the nature of the counseling process itself. Structuring is not an event or even a stage

in counseling, but rather, an ongoing part of the counseling process. The purpose of structuring is to provide the basis for mutuality, that is, the sense of a commonness of purpose... Structuring involves a direct, honest, and clear communication of expectations by both participants about the 1) nature of the relationship, 2) content of the interview/sessions, 3) kinds of procedures involved, and (4) types of goals to be selected

2. CAIRS (Counseling and Instruction in Reading Skills) - The procedure used in this study which included the combining of structured counseling with reading skills instruction
3. Graduate students (Master's level) - Students who have earned undergraduate degrees and who are presently enrolled in graduate school at Atlanta University. These students have been assigned to the reading component of the Communication Skills Program based on their performance on a standardized test
4. Nelson-Denny Reading Test (NDRT) - A standardized examination, consisting of three sections, (vocabulary, comprehension, and reading rate). This test is used to determine placement in and exit from the Communication Skills Program
5. Reading 155Y - Remedial reading course offered by the Communication Skills Program at Atlanta University. The course is designed to identify and remediate deficiencies in basic reading skills
6. Process objectives - An objective in which students are required to participate in some technique, interaction, or strategy

#### Limitations of the Study

This study was limited to information gathered on students assigned to the reading classes of the Communication Skills Program at Atlanta University. The idea of adding a counseling strand was used to determine if significant differences existed in regard to the reading scores of graduate students. These findings pertain only to this specific sample and are not intended to indicate generalizations to all college reading

programs, although many programs are similar in structure and operational procedures. Other limitations which should be taken into account when analyzing the data and drawing conclusions from this study included:

1. Only certain measures of program success or failure were evaluated
2. The samples investigated were relatively small
3. The effects of this study address only student achievement as reported by the Nelson-Denny Reading Test
4. The treatment may have been affected by the preponderance of international students
5. Because there is little available research on programs at the graduate level, the researcher had to rely on research findings on college reading programs to establish a data base

#### Assumptions of the Study

The following assumptions have emerged from the theory and research in the field:

1. Because reading is a psychological process, any influence on the psychology of the individual will affect his achievement
2. Students learn more readily and can retain and apply the learned material when they are highly motivated to learn
3. Counseling is an integral part of the teaching process
4. Teachers must address the specific needs of learners for maximum achievement

#### Summary

The purpose of this chapter was to present an introduction to the study, "The Effects of Structured Counseling on the Reading Achievement of Graduate Students." The purpose, problem, definition



of terms and limitations were included. The research questions, procedural steps and significance of the study were also explained.

Chapter II presents a review of the literature. Chapter III deals with procedural aspects including the population, instrumentation, procedure, and gathering of the data. Chapter IV provides an analysis of the data collected. Chapter V provides a summary of major findings and focuses on conclusions and implications based on these findings. Recommendations from these findings are also presented in this chapter.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### Introduction

Initially, this review investigated reading programs in the graduate and professional school. More specifically, the focus was upon those reading programs at this advanced level in which counseling was a component. However, investigations revealed a lack of information on reading programs on this advanced level. Therefore, this review of the literature focused, instead, upon reading programs at the college level in which counseling plays a significant role.

The literature which was reviewed for this chapter is reported under three headings; namely, that which deals with the establishment and design of special purpose programs; that which deals with the improvement of college reading programs; and that which deals with counseling in the reading program.

#### The Establishment and Design of Special Programs at the College Level

During the last two decades, special reading programs were created because of the inability of students to handle many of the academic challenges of college life. These students can be distinguished from

previous college students by such factors as grade point average, placement test scores, origins, aspirations, and attitude.

Programs for these students have evolved in recent years, and theoretical literature related to both the students and the programs has appeared in abundance. This review, however, seeks to address the particular disadvantages with which these types of students enter institutions of higher education, and the type of programs which might minimize these disadvantages.

Several surveys conducted in the 1960s revealed a low level of involvement by higher education in providing special services programs. In 1968, Egerton surveyed 215 undergraduate and graduate institutions; only 53 percent of the respondents reported some measure of involvement in developmental studies programs.<sup>1</sup> Earlier, Gordon and Wilkerson had obtained even lower findings in a survey of 2,131 colleges and universities. Only 37 percent of the responding institutions reported the existence of compensatory programs.<sup>2</sup>

Simmons conducted a survey to assess teaching in minority engineering programs, based on 38 engineering institutions with special programs for disadvantaged minorities. The institutions were investigated

---

<sup>1</sup>John Egerton, Higher Education for "High Risk" Students (Atlanta, Georgia: Southern Education Foundation, 1969).

<sup>2</sup>Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged: Programs and Practices--Preschool through College (Princeton, New Jersey: College Entrance Examination Board, 1971).

with respect to preferences, characteristics, and preparation of teachers and the availability of faculty development for special program teachers. The programs included developmental, academic support, counseling, tutoring, and compensatory education. Although only 31 percent of the respondents had established special programs, special programs did function at the pre-college, undergraduate, and graduate levels. Simmons found that developmental programs were a viable part of minority students' planned programs. In addition, he found that the most effective teaching strategy used with this population was one which combined skills teaching with counseling.<sup>3</sup>

Surveys conducted a few years later indicated greater commitment and involvement in special educational programs. In 1972, Ferrin polled 180 midwestern community colleges. Eighty percent of the responding institutions offered remedial courses to prepare students; nearly 50 percent provided academic skills services; almost 35 percent had developed comprehensive programs that incorporated tutorials, academic and non-academic counseling and remedial courses.<sup>4</sup> Ferrin discovered that, during the fall of 1970, one out of each nine students at these institutions was involved in some sort of developmental education.<sup>5</sup>

---

<sup>3</sup>Ron Simmons, "Teaching the Disadvantaged in Engineering," Journal of Reading 32 (March 1979):167-170.

<sup>4</sup>Richard I. Ferrin, Developmental Programs in Midwestern Community Colleges (Princeton, New Jersey: College Entrance Examination Board, 1971).

<sup>5</sup>Ibid.

Also, in 1972, Boswell explored the reasons for cultural disadvantages, the emotional reactions to being disadvantaged and the positive ways in which an institution can respond to the students' alienation and distrust. She suggested group counseling by peers as a viable method of responding to the needs of these students.<sup>6</sup> Goodrich, in a similar study, maintained that these identified needs will be met by establishing counseling services, peer tutorial programs and new teaching techniques that are not identified with the learning styles of the traditional learner.<sup>7</sup>

The Southern Regional Education Board in its quest to determine the colleges and universities having established special reading programs polled 337 colleges and universities in the South. They found that these institutions described their programs as innovative rather than traditional programs of reading curriculum. Presidents of these institutions reported that 460 such programs existed at 100 institutions.<sup>8</sup>

During the 1969-1970 academic year, case studies of special programs at 19 institutions can be documented. The programs established

---

<sup>6</sup>Katherine Boswell, "The Culturally Disadvantaged College Student," Journal of the National Association of Women Deans and Counselors 35 (Spring 1972).

<sup>7</sup>Andrew Goodrich, "Minorities in Two-Year Colleges: A Survey," Community and Junior College Journal 43 (December-January 1973).

<sup>8</sup>Southern Regional Education Board, "1948-1968: Twenty Years of Progress in Higher Education," Atlanta, 1968.

at these institutions revealed that tutoring, direct skills teaching and academic counseling were common to most all programs.<sup>9</sup>

Although research concerning the establishment and design of special programs at the college level is limited, there does seem to exist expressed concern as well as an effort to allude to their potential significant role in higher education. As Hattenschwiler suggests, there exists a need for teachers to become sensitive to the particular stresses upon students to better assist the students in orienting themselves to the procedural and administrative aspects of the institution, and to effectively encourage students to apply themselves fully in a special service program without feeling any particular stigma.<sup>10</sup>

### The Improvement of College Reading Programs

"The components of college reading programs have many times been investigated in terms of their ability to produce gains in academic achievement."<sup>11</sup> At the college level, several instructional techniques and approaches have been used. Although program goals varied, some

---

<sup>9</sup>Edward W. Fry, "College and Adult Reading," Projections for Reading: Preschool through Adulthood (Washington, D. C.: Government Printing Office, 1978), p. 57.

<sup>10</sup>Dunstan Hattenschwiler, "Counselor and the Instructional Program," School Counselor 17 (November 1969).

<sup>11</sup>Donna Corlett, "Communication Opens the Door of Reading Improvement for Minority Students," College Student Journal 7 (March 1973):94.

common goals included: improved performance on a standardized test, successful completion of classroom assignments, enhanced self-concepts and motivation and demonstration of survival skills and competencies thought to be necessary for a successful college experience. Recently, studies have sought to categorize and describe such programs with the purpose of disseminating useful information about their progress.

Howard examined the organization, program format and duration of college reading improvement instructional programs in selected four-year American colleges and universities from 1950 to 1974. Responses were gathered from 155 college reading improvement programs and visits made to eight of the programs. The following conclusions were drawn:

1. College reading improvement programs are viable parts of the reading continuum and are essential entities for any university or college
2. Choices of techniques used in training of students in these programs are dependent upon the population being treated
3. Directors are not particularly influenced by each other in the types of materials and machines used in the programs; however, there is great uniformity in the use of certain types of equipment such as the S.R.A., Educational Development Laboratories, and the pacers
4. Directors are not particularly influenced by each other in the types of techniques used in the programs; however, there is great uniformity in the use of certain traditional techniques such as SQ3R, self-selection, and individualization
5. Program directors responding to the questionnaire gave similar accounts of the use of schedules, materials, budgets, and reasons for their establishment
6. Many of the reading improvement techniques of the 1950s and 1960s were tutorial. The 1970s showed a shift to more laboratory work

7. Directors of college reading improvement programs are aware that there is a need for change in their organizational and curriculum structures
8. Many reading improvement programs of the 1950s were established to teach the elementary school child, but eventually began to focus on improving skills of the deficient college student
9. Numerous programs in reading improvement on the college level were discontinued because of a lack of funds, limitations of government grants, problems of directorship, such as retirement and deaths, and short duration of some summer workshops
10. Reading improvement programs at the colleges and universities reported a need to train their graduate students to work with the college students who have learning disabilities<sup>12</sup>

The literature is replete with studies describing individual programs; thereby, augmenting the surveys in discussing the specific programming efforts and services which comprise special programs. Even as early as the 1960s, college orientation and skills development program, which included tutorial assistance, remedial courses and special counseling, were provided at the City University of New York and at the Davis Campus of the University of California.<sup>13</sup>

Studies done in the 1970s indicate the variety of the designs and techniques used by special programs at various post-secondary institutions to address the needs of the student. For example, Garnett surveyed reading improvement programs in public junior colleges, senior

---

<sup>12</sup>Virginia Howard, "Developments in Instruction in Selected Four-Year College Reading Improvement Programs throughout the United States, 1950-1974," (Ed.D. dissertation, The Washington University, 1975).

<sup>13</sup>Phillip Shaw, "Reading in College," Development in and through Reading, in Sixtieth Yearbook of the National Society for the Study of Education, Part 1 (Chicago: The University of Chicago Press, 1962), pp. 336-337.



colleges and universities in Alabama and Georgia to determine instructor attitude toward individual reading programs. Her findings concluded that some instructors would encourage students to take a more active role in designing and participating in the structure of their reading improvement programs; instructors viewed their courses as part of a support system for students who are unable to cope successfully with the college curriculum; instructors indicated their interest in sharing knowledge, information and experiences with others in the field; and generally, the aims of instructors were congruent with those administrators in reading improvement programs. All groups agreed that the teaching of basic reading skills is a primary goal.<sup>14</sup>

Other studies have also investigated the design and frequency of reading improvement programs at the college level. The effectiveness of these programs are evaluated by a variety of measures. Lesnick sought to determine the effectiveness of three developmental reading course options at the Annandale Campus of Northern Virginia Community College. The options were a course in reading improvement, a verbal studies laboratory and simultaneous enrollment in both. Reading comprehension improvement as measured by post-course scores on a cloze-type test adjusted for pre-course scores was the dependent variable; student status (e.g., terminal, transfer) and sex, and the course options selected, were used as primary independent variables, and were

---

<sup>14</sup>Elizabeth Garnett, "Reading Improvement Programs in Alabama and Georgia," The Journal for College Reading Improvement 7 (April 1975): 41-47.

studied by an analysis of covariance with interactions tested. The three course options were analyzed by a t-test. Other independent variables, demographic and matricular were tested by simple frequency distributions. The researcher found that no significant difference existed, at the .05 level, between the mutually exclusive course options with respect to reading comprehension improvement; however, t-tests performed upon the unadjusted means of the pre- post-treatment cloze scores showed that each of the course options did have a significant effect in improving the reading comprehension of the students in the sample.<sup>15</sup>

A more comprehensive study done by Florida in 1975 investigated the effectiveness of remedial reading courses for students in San Antonio College, a large urban and public community college in Texas. Effectiveness was assessed in terms of reading skills and academic performance. Form A of the Nelson-Denny Reading Test was administered to all entering students and served as the pre-test. Form B was administered as a post-test to all students who completed reading. The criteria for the selection of subjects were enrollment during the fall semester of 1972 and the persistence during the fall semester of 1973. They consisted of random samples of 75 each of non-traditional students who did not take reading, non-traditional students who completed reading

---

<sup>15</sup>Howard Lesnick, "Organizing the Developmental Reading Course," The Journal for College Reading Improvement 7 (April 1975):59-64.

and scored below the mean on the post-test, non-traditional students who completed reading and scored above the mean on the post-test, and traditional students who did not take reading. The reading grade level score of 11.9 separated the non-traditional from the traditional students.

The hypotheses were analyzed by analysis of covariance to determine whether significant differences between means existed for criterion variables. The predictor variable were post-tests of the subjects who completed reading during the fall of 1972. The grade point averages earned in the first 15 semester credit hours of regular academic courses attempted by all the subjects during the spring and/or fall semesters of 1973 were used. The criterion variables of the four groups of 75 students each were: age, sex, number of years since graduation from high school, Mexican-American or non-Mexican-American surnamed, born in San Antonio or elsewhere, and the American College Test (ACT) Social Studies scores. The covariable was pre-test scores for all the subjects. The researcher described the remedial reading courses in terms of placement, goals, objectives, instructional units, materials, methods, pre-assessment, remediation and evaluation.

Florio found that 1) between females and males who completed reading, females tended to score higher, though not significantly so, on the post-test and earned significantly more grade points than did males; 2) among students who completed reading there was no significant difference in post-test scores and grade points earned between unlike ethnic groups; 3) Mexican-American and non-Mexican American

surnamed students who needed and completed reading did not earn significantly more grade points than similar students who needed, but did not take reading; 4) among Mexican-American surnamed student who completed reading, those who scored high on the post-test earned significantly higher grade points than those who scored low on the post-test, but not so for non-Mexican-American surnamed students; and 5) those students who had an ACT Social Studies score of 15 and above earned significantly higher grade points than those who had a score of 14 and below.<sup>16</sup>

There are not many studies that compare the performance of students who are enrolled in remedial reading programs and the performance of similar students who do not participate in such programs. However, the literature does contain research which generally concludes that enrollment in remedial reading programs does seem to influence, positively, the affective domain of the often unmotivated student when specific approaches are utilized. The literature also seems to emphasize studies which pertain to the evaluation of particular instructional techniques and methodologies used in the courses themselves.

In a study of 226 students enrolled in 15 different sections of "Effective Reading" in the fall semester of 1978 at the University of South Carolina's College of General Studies, Flippo compared the effects of specific and general diagnosis on students' progress in selected

---

<sup>16</sup>C. B. Florio, "An Assessment of Effectiveness of Remedial Reading Courses at San Antonio Colleges," (Ph.D. dissertation, University of Texas at Austin, 1975).

reading subskills after developmental instruction. Instruction was prescribed from the specific results of a diagnostic reading test for some students and from the general and more traditionally used results of a survey reading test for other students. The selected subskills were literal comprehension, inferential comprehension, word meaning, word parts, phonetic analysis, structural analysis, scanning and skimming, and fast reading, as measured by the Stanford Diagnostic Reading Test, Blue Level (1976), and vocabulary and comprehension, as measured by the Nelson-Denny Reading Test (1973). Students were randomly assigned to experimental (N = 112) or control (N = 114) treatments. All students were treated with two hours per week of laboratory instruction. Laboratory instruction was based on each student's original prescription which was not altered in any way during remediation. This study generally supported the conclusion that post-secondary students do better in a developmental reading program that utilizes more specific diagnosis and prescription than in a reading program that utilizes more general testing of reading abilities. Further, gains made in certain reading skills may be reflected in the results of diagnostic reading tests and not in the results of the survey reading tests which are more commonly used. "No other study was found which also isolated methods of identifying and diagnosing reading skill deficiencies as a major area of concern."<sup>17</sup>

---

<sup>17</sup>Rona F. Flipppo, "Comparison of College Students' Reading Gains in a Developmental Reading Program Using General and Specific Levels of Diagnosis" (Ph.D. dissertation, University of Florida, 1979).

Richard tested 83 college freshmen at the University of South Carolina at Spartanburg during the fall semester of 1979 to measure the effectiveness of two methods of reading instruction. She compared a content structured reading instruction program with an artificial, traditional method of instruction in an effort to improve academic achievement at the college level. Reading achievement was measured using a test-retest (Form A pre-test, Form B post-test) of the Nelson-Denny Reading Test. The analysis of covariance was used to statistically control reading readiness on the pre-test scores. Analysis of variance, using the .05 level of significance, was also employed to compare all sample means simultaneously and yielded the variability between groups and within groups. Major findings were:

1. No significant differences were found in reading achievement between the content and artificial methods of reading instruction
2. No significant differences in comprehension were found between the two different methods of reading instruction
3. No significant difference in reading achievement gains were found between students in the 21st and 35th percentile (Nelson-Denny Reading Test, Form A)
4. Significant differences in reading achievement gains on a cloze test were found between students who studied under the content method and those who studied under the artificial method of reading reading instruction. The significance favored the artificial method <sup>18</sup>

Reith, Jacques, and Brown conducted studies to investigate the effectiveness of remedial reading instruction at the college level by

---

<sup>18</sup>Jean Richard, "Two Methods of Reading Instruction for College Freshmen," Journal of Reading 22 (October 1980):362.

focusing on specific skills taught.<sup>19</sup> Some skills included the ability to use context clues, critical reading and oral reading behavior. The effects of learning style and training in logical thinking on reading comprehension have also been investigated. Some of the conclusions of all these studies suggest that there was no clear pattern that college students who received reading instruction consistently performed significantly differently from other students. When investigating the effectiveness of the combined treatments of motivation training and reading instruction on GPA, academic motivation and reading achievement in high risk community college freshmen, Magnavita found similar results.

Magnavita observed 157 high risk freshmen from Bucks County Community College in Newton, Pennsylvania. The experimental groups were composed as follows: 1) combined reading instruction and motivation training; 2) motivation training alone; 3) reading instruction alone; and 4) no treatment. The reading course provided 150 minutes per week of instruction over a 15-week semester. It focused on comprehension improvement, vocabulary development, rapid reading techniques and specific study skills relevant to successful college work. The motivation training consisted of 12 weekly sessions which met for 30 minutes each. In the group sessions the subjects analyzed their self-concepts, assessed their abilities in the light of past successes and practiced value clarification and goal-setting techniques.

---

<sup>19</sup>Richard Reith, Marie Jacques and James Brown, studies cited by Oran Stewart and Ebo Tei, "Some Implications for Reading Instruction," Journal of Reading 27 (October 1983):36-37.

The data gathered consisted of pre- and post-test raw scores on the Nelson-Denny Reading Test as a measure of reading achievement and raw scores on the Survey of Study Habits and Attitudes as a measure of academic motivation. The grade point average of each student was also used as a measure of academic achievement. The researcher found that motivation training significantly increases academic motivation, and that reading instruction significantly increases reading achievement. However, the combined treatment had no significant effect on the three variables.<sup>20</sup>

Thus, there exists a need for continued research of methods and techniques used to evaluate remedial reading programs at the college level. Furthermore, what seems apparent is the fact that the efforts to evaluate these programs and the performance of students enrolled in them seem to have both suffered and benefitted from the lack of common characteristics of successful researchers. The body of literature pertaining to this area of concentration will increase as studies are replicated and new ideas are tested and implemented.

#### Counseling in the Reading Program

As early as 1960, reading educators were seeing the importance of using counseling in the reading program. In the article, "Counseling in the Reading Program," Dr. Alton Raygor listed several objectives of

---

<sup>20</sup>M. Magnavita, "Motivating High-Risk Freshmen," Journal of Reading 20 (August 1979):310-314.



counseling that might prove beneficial when reading teachers incorporate counseling as a part of their programs.<sup>27</sup> These objectives follow:

1. To make the client aware that learning to read is a life-time process, not simply something that occurs in the elementary school
2. To make the client recognize and appreciate the complexity and variety of reading skills
3. To induce a more adequate self-appraisal of reading skills by each client, pointing out strengths and weaknesses and correcting erroneous self-perceptions
4. To encourage the client to have more realistic expectations; some need to be shown that they can improve, and some may need to be shown that reading improvement is not a panacea for all their problems
5. To focus the attention and effort somewhat away from the mechanics of the reading process toward an understanding of the role of habits and attitudes
6. To build self-confidence and self-reliance and
7. To facilitate in every way the development of increased skill in reading<sup>28</sup>

Raygor further suggests that,

The sophisticated person working in a reading program soon comes to recognize that there are many sources of reading difficulty and that some clients exhibit clear evidence of psychological problems which are highly related to reading performances.<sup>29</sup>

---

<sup>27</sup>Alton Raygor, "Counseling in the Reading Program," in Oscar S. Causey and Emery P. Bliesmer, ed., Research and Evaluation in College Reading, Ninth Yearbook of the National Reading Conference (Fort Wayne, Texas: The Texas Christian University Press, 1968), p. 85.

<sup>28</sup>Ibid., p. 86.

<sup>29</sup>Ibid.

There are various similarities between the role of the reading teacher and the counselor. Both roles, as Raygor suggests,

Have in common three important elements: one, a client faced with a problem beyond his ability to solve; two, a psychologically trained person willing to deal with the problem, and who has rapport; and three, a willingness on the part of the worker and the client to work together toward a solution of the problem.<sup>30</sup>

Many students enrolled in a reading course do experience some kind of emotional strain. Raygor lists some of the more obvious and frequent indicators of emotional involvement in a reading problem:

1. Distortion of Reality. The student may over-evaluate his reading skills or may under-evaluate them. He may also distort reality believing that reading ability is somehow innate and that nothing can be done about it ("I have always been a poor reader, and always will be.")
2. Unwillingness to Risk. The student may show evidence of lack of effort due to unwillingness to risk trying very hard to improve, using his reading problem as an excuse for poor performance in school
3. Compulsive Reading. The student may feel compelled to read in a very careful, cautious manner, word-by-word. He may verbalize a desire to "speed up" his reading, but resists any effort to make him abandon his rigid, compulsive approach. In fact, he may even indicate that he feels it is "sloppy" or even morally wrong to read without what he feels is adequate comprehension ("A job worth doing, is worth doing right," etc.)
4. Nervous and Tense When Instructed. The student may be reliving anxiety associated earlier with learning to read
5. Refuses to Read. Rejects reading as a mode of learning and tries to get along without doing any more reading than he is forced to do. He may even elect a distorted pattern of non-reading courses in college

---

<sup>30</sup>Ibid., p. 87.

6. Lack of Concentration. This is probably the most common indicator of emotional problems which are related to reading and study difficulties
7. Concern about Reading. He may be over-concerned about the difficulty he is having and so anxious that he cannot give his full efforts to improvement. On the other hand, he may be under-concerned about it and not very highly motivated to improve
8. Fear of Discovery. He may be afraid that others will find out what a poor reader he is. This can make him very quiet and withdrawn (even secretive) in situations in which discussion and participation would ordinarily be to his benefit
9. Transfer Symptoms. He may not want to admit, even to himself, that he is in trouble with reading skills and he may try to place the blame on something beyond his control, such as vision, hearing, or other physical difficulties
10. Gives Up. He may appear to have surrendered to his problem, and may seem to be convinced that nothing he does will help him improve
11. Escapes. He may find all sorts of excuses for not reading and studying. The ingenuity and the twisted logic used by students to rationalize away their study interruptions sometimes indicates great creativity which could be channeled into more productive uses
12. Blame-Placing. He may complain bitterly about his weak background, poor teachers, poor schools, and anything else that will allow him to keep his self-respect intact in the face of his reading problem
13. Examination Panic. The poor reader usually knows that he does not get as much out of his study time as the good readers, and as a result he usually feels less well prepared for examinations. His weakness in reading raises his anxiety, which in turn makes him less able to deal with his academic work. This vicious circle is sometimes very difficult to interrupt without a great deal of contact with the student<sup>31</sup>

---

<sup>31</sup>Ibid., p. 85.

It has been observed that among the many sources of reading difficulty are psychological problems. Because of this, there are similarities between the role of the reading teacher and the counselor. Therefore, the combining of counseling techniques with reading instruction, results in a more effective program. The fact that effective reading programs influence student performance is supported by the following studies on grade point average.

Fairbanks reviewed 79 studies on the effects of reading programs on grade point average. She found that the components which produced either significant grade gains or gains approaching significance in comparison with control groups were: involvement of students in diagnosis and evaluation; combining of reading-study skills with counseling; providing for main idea and critical reading comprehension instruction; voluntary rather than required programs which included some individual laboratory practice; and programs with a duration of 40 hours or more.<sup>32</sup>

Burgess, Cranney and Larsen investigated the short- and long-term effects on the grade point averages of participation in a free, voluntary, noncredit university reading program. Two questions guided this

---

<sup>32</sup>Marilyn Fairbanks, "The Effect of College Reading Improvement Programs on Academic Achievement," in P. L. Macke, ed., Interaction: Research and Practice for College-Adult Reading, Twenty-third Yearbook of the National Conference (Clemson, South Carolina: National Reading Conference, Inc., 1974).

study: "Is there a grade effect at the end of the term of enrollment in the reading program?" and, "Is there an effect two years later?"<sup>33</sup>

Forty-six first-term freshmen at a large state university who enrolled in the voluntary program and whose grade records were available for that term and at the end of the seventh term comprise the experimental group. The control group consisted of the entire class of which the experimental group was a part. First and seventh term grade point averages were compared with the total grade point average of the entire class for those terms.<sup>34</sup>

The reading program had the following components: a brief, informational intake interview, testing to determine strengths and weaknesses, and a program planning conference to discuss test scores and to plan instructional goals. Counselors were assigned to regularly review students' work and provide conference time if needed. The duration of the study ranged from five to fifteen hours or about six weeks of the term.

Grade differences at .01 level of significance were found in favor of the experimental group at the end of the first term of the university enrollment. At the end of the seventh term of university enrollment, the first term of the junior year, the advantage of the experimental

---

<sup>33</sup>Barbara Burgess, A. Garr Cranney and Janet L. Larsen, "Effect on Academic Achievement of a Voluntary University Reading Program," Journal of Reading 26 (May 1976):644.

<sup>34</sup>Ibid., p. 645.

group was less but still significant at the .05 level. They concluded that any highly individualized, voluntary, noncredit laboratory-type program can be successful, if the six program components suggested by Fairbanks were added.<sup>35</sup>

The question of whether or not counseling effects positive results has been addressed many times in the literature. Some findings indicate that counseling does affect students in positive ways; however, conflicting research indicates that counseling is ineffective.

In the article, "Reading Teacher as Guidance Counselor," Ziebel proposes that "every reading teacher is partly a guidance counselor."<sup>36</sup> And, in order to begin a successful reading program, the reading teacher must be able to "listen and reach the students and try to show, by action, voice, attitude and expression that he accepts what the student is trying to communicate and what he feels."<sup>37</sup> Through counseling the teacher can begin to set specific goals for the student and show him how to effectively remedy specific problems.<sup>38</sup>

Kilanski suggested that many times reading is impeded by "obstacles that spring from emotions, pressures, physical, or mental disturbances."<sup>39</sup>

---

<sup>35</sup>Ibid.

<sup>36</sup>Bebe Ziebel, "The Reading Teacher as Guidance Counselor," Journal of Reading 18 (October 1974):692.

<sup>37</sup>Ibid.

<sup>38</sup>Ibid.

<sup>39</sup>Doris M. Kilanski, "A Reading and Guidance Center," Journal of Reading 25 (February 1975):754.

"Students can not learn to read easily," she writes, "because they are hindered by their own environment, attitudes, feelings or beliefs."<sup>40</sup> She, too, proposes that the "reading teacher become more than just a highly trained reading specialist,"<sup>41</sup> He must have a great understanding of human behavior as well as the knowledge of appropriate reading teaching methods.<sup>42</sup>

Campbell's classic study on the effects of counseling was reported in 1965. The study was a twenty-five year follow-up comparing college students who were counseled with a matched group who had not been counseled. The findings showed that the impact of counseling on student achievement decreased over time; however, there were significant differences for counseled males as compared to noncounseled males. Campbell concluded that counseling did exert beneficial effects.<sup>43</sup>

Rothney's studies of secondary and college counseling in Wisconsin showed results favoring the counseled students after a five-year follow-up. A ten-year follow-up led to the generalization that counseled students were much more likely to complete high school and college than were the non-counseled students.<sup>44</sup>

---

<sup>40</sup>Ibid.

<sup>41</sup>Ibid., p. 756.

<sup>42</sup>Ibid.

<sup>43</sup>D. Campbell, "Achievements of Counseled and Non-Counseled Students Twenty-five Years after Counseling," Journal of Counseling Psychology 11 (Winter 1965):287-293.

<sup>44</sup>J. Rothney, Guidance Practices and Results (New York: Harper and Row, 1958).

One study showing the immediate effects of counseling in the academic program was conducted by Kinnick and Shannon. They found that peer-group acceptance can be improved by the use of individual and/or group approaches in the school.<sup>45</sup>

Tyler offers these conclusions about counseling research since 1953:

1. Some form of counseling does help students achieve somewhat more success
2. Students with academic potential are helped to improve achievement by short-term counseling focused on identifying corrective behaviors
3. There is little evidence to show a difference in effectiveness between individual and group counseling
4. Academic counseling programs in schools have a positive impact on students<sup>46</sup>

Gardner and Ransom conducted a project with remedial readers in an attempt to develop a counseling procedure which would be directly relevant to the student's reading problems. The procedure used in this study was termed "academic reorientations."<sup>47</sup> This procedure was conceived as a very broad behavior modification program. It had two

---

<sup>45</sup>B. Kinnick and J. Shannon, "The Effects of Counseling on Peer Group Acceptance of Socially Rejected Students," The Personal and Guidance Journal 43 (March 1965):715-717.

<sup>46</sup>Leona Tyler, The Work of the Counselor (New York: Appleton-Century-Crofts, Inc., 1975).

<sup>47</sup>James Gardner and Gracye Ransom, "Academic Reorientation: A Counseling Approach to Remedial Readers," Journal of Reading 20 (January 1968):529.



basic premises:

1. That remedial students manifest more avoidance behaviors in the school situation than do non-remedial students and that that those responses are more prolonged or intense and
2. That the pattern of these avoidance behaviors must be altered in a positive direction before effective skill remediation can begin<sup>48</sup>

The primary features of the academic reorientation counseling technique are:

1. Providing students with an adequate rationale for his learning problem
2. Providing social reinforcement of students for positive statements about school
3. Helping students to learn basic discriminations about his own behavior
4. Teaching students the aversive consequences involved in the continued use of the avoidance patterns
5. Developing alternative modes of responding
6. Expressing feelings
7. Attitude of the teacher
8. Working with the teacher<sup>49</sup>

The results of this project were considered encouraging. Fourteen of the sixteen students verbally expressed marked attitude changes toward school. One student dropped out of school because of emotional and situational problems. However, as a group, the remaining fourteen

---

<sup>48</sup>Ibid., p. 530.

<sup>49</sup>Ibid., pp. 531-535.

students appeared to have become more cooperative and achievement-oriented while exhibiting a reduction in avoidance patterns. The change in attitudes allowed the students to achieve in the reading skills program at the university. The authors offered the following as limitations of the project:

1. The possibility of a "Hawthorne effect" must be considered
2. The eight-stage procedure is a "short-gun" approach to the problem
3. The personality and teaching style of the teacher is a variable
- 4) The teacher must be alert and opportunistic
- 5) This procedure is not intended as a substitute for more intensive and far-reaching counseling procedures when such are necessary

They further recommend that this idea of academic reorientation is worth a continuation and expansion of both clinical and research efforts.<sup>50</sup>

It is apparent that counseling does, in fact, make a difference frequently enough to merit considerable attention and future research. Counseling, when combined with the reading program, seems to be a vehicle towards improving remedial programs and enriching the lives of individual students.

The question of whether or not standardized tests have a detrimental effect on students' attitude toward reading has been discussed in the literature. In 1971, Aaron addressed this issue and suggested that preparation for tests, interpretation of results, and recognition of

---

<sup>50</sup>Ibid., pp. 535-536.

achievement might be important strategies for improving student attitude in the school setting.<sup>51</sup> Shannon investigated these three aspects of the testing experience, as suggested by Aaron, on student attitude toward reading.<sup>52</sup>

One hundred twenty students were randomly assigned to one of four treatment groups.

1. In the Counseled Group, students were first counseled about the nature and purpose of the test they were to take, the Nelson-Denny Reading Test, Form C. They took the test, were counseled about their scores, and then filled out a thirty-five-item split-half version of the reading attitude survey taken from Kennedy and Halinski
2. The Score Only Group was given the Nelson-Denny, their scores were reported to them, and then they completed the reading attitude survey
3. The No Score Group was given the Nelson-Denny followed by the attitude survey, but did not learn what their scores on the reading achievement test had been
4. A Control Group filled out the attitude survey but did not take the reading test

All testing, counseling, and attitude measurement was done individually.<sup>53</sup>

An analysis of the data revealed that reading attitude scores, as measured on the thirty-five-item instrument, were significantly affected

<sup>51</sup>Robert Aaron, Design Concepts for Contingency Management of Delinquent Adolescents, ED 061 016, cited by Albert J. Shannon, "Effects of Methods of Standardize Reading Achievement Test Administration on Attitude toward Reading," Journal of Reading (May 1980):684.

<sup>52</sup>Albert J. Shannon, "Effects of Methods of Standardize Reading Achievement Test Administration on Attitude toward Reading," Journal of Reading (May 1980):684.

<sup>53</sup>*Ibid.*, p. 685.

by both 1) the method of giving the test; and 2) the students' reading achievement levels. The mean score on attitude was ninety-five out of a possible one hundred forty. The Counseled Group scored eleven points above the mean, followed by the Control Group, three points above; the Score Only Group, one point below the mean; and the No Score Group, fourteen points below.<sup>54</sup>

When just the three groups that had taken the achievement test were compared, the mean attitude score was ninety-three, and the Control Group was again highest, with twelve points above the mean, and the No Score Group was twelve points below the mean. The better readers, the top half of all who took the Nelson-Denny, showed an average attitude score seven points above the mean, and the poorer readers, the bottom half of all who took the Nelson-Denny, showed an average attitude score seven points below the mean. An analysis of variance indicate that both effects were statistically significant. Based on the results, Shannon concluded that standardized testing can have detrimental effects on student attitude toward reading if certain procedures surrounding the test administration and interpretation are not employed.<sup>55</sup> He suggested that if a test is to be given, the reading specialist must be conscious of the effects that the test may have on attitude toward reading.

---

<sup>54</sup>Ibid.

<sup>55</sup>Ibid., p. 686.

"Counseling," he writes, "plus an interpretation of scores appears to have the most beneficial effect on attitude and progress in reading."<sup>56</sup>

In a classic study, "Group Size as a Factor in Success of Academic Discussion Groups," Schellenberg analyzed the effects of group size upon satisfaction and scholastic achievement of academic discussion groups. Thirty-two academic discussion groups were varied in sizes from four to ten students to measure the effects of group size upon student satisfaction, instructor satisfaction, and student achievement. He found a consistent inverse relationship between group size and student satisfaction; moreover, students claimed greater satisfaction in the smaller groups. Additionally, he found that there existed a slight difference between the perspective of instructors and those of students.<sup>57</sup>

In later years, Roeber suggested that "three to fifteen individuals have been set as an ideal number for small groups."<sup>58</sup> In his call for more experimentation on group size, he writes:

Further experimentation may prove that the group can be larger and still maintain the level of cohesiveness so essential to small-group processes. It may prove, on the other hand, that small groups must have less than

---

<sup>56</sup>Ibid.

<sup>57</sup>James A. Schellenberg, "Group Size as a Factor in Success of Academic Discussion Groups," in Perspectives on the Group Process: A Foundation for Counseling with Groups, C. Gratton Kemp (Boston: Houghton-Mifflin Company, 1964), pp. 96-100.

<sup>58</sup>Edward C. Roeber, The School Counselor (New York: The Center for Applied Research in Education, Inc., 1970), p. 31.

fifteen members. Although a review of reported uses of group procedures indicates that large group procedures with predetermined purpose and content have been used more frequently than all other combinations, increasing use, however, has been made of procedures involving small groups.<sup>59</sup>

In the past, there seemed to have been a tendency among teachers and counselors to feel that group counseling is somehow in opposition to individual counseling.<sup>60</sup> However, recent articles appear to assess the similarities and the differences between the two processes and see which areas are best handled by individual counseling and in which areas group counseling seems to be the method indicated.

Mahler suggests the following areas in which individual counseling appears to be the best method.

1. Working through meaning of test results in terms of one's self-concept; individual tests can be utilized in groups, but they serve a limited purpose
2. When fear of talking in a group is so great that the person does not seem to be able to get started in a group
3. Solving a crisis problem that is very complicated, both as to courses and possible solutions<sup>61</sup>

Mahler further suggests that the primary value of group counseling seems to be in the following areas:

1. Learning to better understand a variety of other people, and finding out how others see things

---

<sup>59</sup>Ibid.

<sup>60</sup>Clarence Mahler, "A Framework for Group Counseling," in Theories and Methods of Group Counseling, ed. George D. Gazda (Springfield, Illinois: Charles Thomas, 1969), p. 86.

<sup>61</sup>Ibid.

2. A chance to talk about concerns, problems, values, and ideas with others who are facing similar situations
3. Getting several people's reactions to one's problems and concerns<sup>62</sup>

Some other areas in which individual and group counseling have more or less equal value include:

1. Being responsible for one's own actions
2. Greater self-confidence and trust in one's own perceptions
3. Examining one's interest and values and moving toward integrating them into a life plan and
4. Being able to explore wider variations of one's emotional life and gaining greater confidence in the control of one's emotions<sup>63</sup>

### Summary of Related Literature

The major points obtained from the review of the literature are enumerated below:

1. For almost three decades the need for establishment of remedial programs designed for the student at the college level has been recognized
2. Programs at the college level require teachers and administrators who are sensitive to the limitations and abilities of their students
3. The idea of using counseling in the reading program has been recognized
4. There exists a need for ongoing experimentation with various testing instruments, instructional techniques and approaches, particularly with the inclusion of some from the counseling at the graduate professional school levels

---

<sup>62</sup>Ibid., p. 87.

<sup>63</sup>Ibid., pp. 89-90.

### CHAPTER III

#### METHODS AND PROCEDURES

This chapter is concerned with the methods and procedures that were used in the development of this study. It includes a description of the programs, the sample and procedures used in the selection of members of this group, a discussion of the instrumentation and details relating to the collection and analysis of the data.

##### Communication Skills Program Goals and Objectives

The goals and objectives of the Communication Skills Program and of the Reading component at Atlanta University were described by Program Director Gloria Mixon as the following:

The Atlanta University Communication Skills Program was established in 1973. It not only provides a service particularly for graduate students who have not scored satisfactorily on a standardized reading test, but for any student enrolled at the University who wishes to improve his reading skills and abilities. Based on their test performance, students are assigned either to a class where they receive guided, intensive instruction in reading or to the open lab where they pursue individually prescribed, self-pacing programs in reading.

The goal of the reading component of the Communication Skills Program is to structure and provide the kind of experiences and activities through which students will achieve the following objectives:

1. Understand the reading process in general and relate these understandings of its nature and meaning to their own test results



2. Develop effective skills equal to the demands of graduate level work
3. Develop skill, power and ease in listening, speaking, reading and writing vocabularies, with special focus on the reading vocabulary
4. Comprehend and organize reading material
5. Become alert to style and patterns of material
6. Develop and apply flexible rates to different types of reading materials<sup>1</sup>

### Locale

This study was conducted at Atlanta University in Atlanta, Georgia. Atlanta University is a private, coeducational university comprised of five graduate and professional schools. At the time this study was conducted, there were enrolled approximately 450 students from 39 states, the District of Columbia and 4 foreign countries.<sup>2</sup>

### Information on Selection of Subjects

The criterion for enrollment in the reading component in the Communication Skills Program was based on scores obtained from the Nelson-Denny Reading Test (NDRT) for the spring semester, 1983. This test is administered four times per year by faculty and staff members in the Reading Education Department. Those students scoring below

---

<sup>1</sup>Gloria A. Mixon, "The Communication Skills Program: An Overview," Atlanta University, Atlanta, Georgia, 1981, p. 3 (Mimeographed).

<sup>2</sup>Interview with Dean Laurie Johnson, Atlanta University, Atlanta, Georgia, 15 March 1983.

the first stanine were required, by the University, to enroll in communication skills class, while those scoring above the first but below the fourth stanine were required to enroll in the Open Lab. On the basis of this criterion, teacher referral and sometimes the expressed desires of students to attend the reading classes, approximately sixty were enrolled in the reading class.

### Quasi-Experimental Design

A quasi-experimental method, employing a pre-test/post-test control group design, was used to collect data pertinent to the investigation. A null hypothesis and differences between pre and post-test means were tested for significance.

The subjects were randomly selected from the total population of those students participating in the reading component of the Communications Skills Program at Atlanta University. Students assigned and who selected Monday and Wednesday evening classes were designated to participate in the study. Six participants were selected for the experimental group and six for the control group. A tossed coin aided in determining which of the groups would receive treatment. In the experimental group there were six males. The control group consisted of four males and two females.

### Statistical Treatment of the Data

The statistical data derived from the pre/post-test scores used in this research were assembled, organized, compared and analyzed at

a computer lab in the locale of this study using a t-test. The results were expressed in terms of means and percents.

### Assessment Instrument Employed in the Study

In the years since its publication, the NDRT has become one of the most widely used tests for reading assessment at the college level.<sup>3</sup> A 1981 revision called the Nelson-Denny Reading Test was standardized in 1979. Forms C and D have been statistically equated and can be used interchangeably.

"The contents of the test and the quality of statistical data have been drastically altered since the test was first administered in 1929, but the format remains basically unchanged due to its widespread acceptance."<sup>4</sup> The test consists of two subtests--vocabulary and comprehension. According to the authors, the tests yield scores which provide a measure of student growth and determine the effectiveness of instruction. Further, it is reported that the NDRT is useful as a screening instrument, particularly "in identifying students who may need special help with their reading, to predict academic success and as a diagnostic tool."<sup>5</sup>

---

<sup>3</sup>Melvin W. Webb, II, "A Scale for Evaluating Standardized Reading Tests, with Results for Nelson-Denny, Iowa, and Stanford," Journal of Reading (February 1983):424.

<sup>4</sup>James I. Brown, M. J. Nelson and E. C. Denney, Examiner's Manual for The Nelson-Denny Reading Test (Iowa City, Iowa: Houghton-Mifflin Company, 1976), p. 3.

<sup>5</sup>Ibid., p. 17.

### The Procedure

The technique used in this study, Counseling and Instruction in Reading Skills (CAIRS), was designed to address the affective needs of graduate students enrolled in remedial reading services at Atlanta University.

CAIRS grew out of work with graduate students and an effort to allow them to freely address their deficiencies in reading. It was the desire of the researcher to use an educational paradigm which allowed students to join, with the teacher, in diagnosing and dealing, successfully with reading needs. This technique is holistic in nature, as each student was expected to assume considerable responsibility for working through their reading problems and consequently for their own academic success.

Approval to conduct this study in the Communication Skills Program at Atlanta University was obtained from the Program Director, Dr. Gloria Mixon. A pre-test was given, groups selected and counseling treatment begun (see Instruction Agenda in Appendix A).

The Experimental group met twice a week for eight weeks. Monday was designed as reading skills and drill day and Wednesday was designed as individual and group counseling day. Sessions on both days lasted for one hour.

The counseling sessions began with students making introspective judgment regarding their reading problems. Guided by the counseling objective for the day, and the skill objective for the week, the group would brainstorm ideas/suggestions addressing specific problems.

The structured counseling component was added to the regular course syllabus to keep students on the right track and to lay a foundation for counseling sessions. Each of the eight sessions had a counseling objective. These objectives follow:

- Session 1: Student will become familiar with purposes and plans for course, and demonstrate current level of skills (diagnostic test results)
- Session 2: Student will demonstrate ability to formulate affective educational goals and objectives
- Session 3: Student will demonstrate ability to comprehend individual communications, in terms of content and feeling with the instructor and peers
- Session 4: Same as above
- Session 5: Student will demonstrate ability to select and develop strategies for achieving affective objectives
- Session 6: Same as above
- Session 7: Student will demonstrate knowledge of strategies appropriate to a reading problem
- Session 8: Student will evaluate his/her performance in class, growth, and verbally discuss ways to cope with reading problems

### Summary

This chapter was concerned with the methods and procedures used in this study. It included a description of the program and the sample procedures used in the selection of participants. A discussion of the instrumentation and details relating to the collection and analysis of the data was also included.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

This chapter of the thesis reports the data that were collected and described in Chapter III. The purpose of this study was to determine if there was a difference in the mean scores of graduate students who received counseling as a part of their reading program as compared to those who had not, as measured by the Nelson-Denny Reading Test.

The collected data were statistically treated and analyzed using a t-test. The .05 level of significance served as the decision rule for hypothesis testing.

#### Analysis of Pre-test Vocabulary Results

The data on the pre-test and performance of the subjects on the Nelson-Denny Reading Test are presented in Tables 1 and 2 on the vocabulary pre-test. The data showed that the subjects in the Experimental group ranged from a low of thirteen to a high of fifty-one with a mean of 32.16. The data further revealed that four or 66.4 percent of this group was above the mean and two subjects or 33.2 percent scored below the mean.

For the Control group, pre-test vocabulary scores ranged from a low of thirteen to a high of twenty-eight with a mean of 20.16 percent.

TABLE 1  
BEGINNING (C) AND ENDING (D) SCORES  
FOR EXPERIMENTAL GROUP

	Test Form (NDRT)	Vocabulary (Percentile)	Comprehension Raw Score (Percentile)	Total Raw Score
Subject 1	C	18	18	36
	D	30	36	66
Subject 2	C	13	34	47
	D	33	52	85
Subject 3	C	40	28	68
	D	79	44	123
Subject 4	C	51	32	83
	D	52	52	104
Subject 5	C	35	20	55
	D	49	24	73
Subject 6	C	36	32	68
	D	38	42	80

The data revealed that three or 50 percent of this group was above the mean and three subjects or 50 percent scored below the mean.

#### Analysis of Pre-test Comprehension Results

The data showed that on the comprehension pre-test, the scores in the Experimental group ranged from a low of eighteen to a high of thirty-four with a mean of 27.33. The data revealed that four or 66.4 percent of this group was above the mean and two subjects or 33.2 percent scored below the mean.

TABLE 2  
BEGINNING (C) AND ENDING (D) SCORES  
FOR CONTROL GROUP

	Test Form (NDRT)	Vocabulary (Percentile)	Comprehension Raw Score (Percentile)	Total Raw Score
Subject 1	C	22	8	30
	D	32	28	60
Subject 2	C	13	34	47
	D	32	28	60
Subject 3	C	19	8	27
	D	20	12	32
Subject 4	C	28	40	68
	D	59	58	117
Subject 5	C	16	10	26
	D	25	24	49
Subject 6	C	23	22	45
	D	27	36	63

Comprehension results for the Control group revealed scores ranging from a low of eight to a high of forty with a mean of 20.33 percent. The data further revealed that three or 50 percent of this group scored above the mean and three subjects or 50 percent scored below the mean.

#### Analysis of Pre-test Total Score Results

Total pre-test scores for the Experimental group ranged from a low of thirty-six to a high of eighty-three with a mean of 59.5 percent.



Additionally, the data revealed that three or 50 percent of this group scored above the mean and three or 50 percent of this group scored below the mean.

The data on the pre-test total scores of the Control group showed a low of twenty-six and a high of sixty-eight with a mean of 40.5. The data revealed that three or 50 percent of this group scored above the mean and three or 50 percent of this group scored below the mean.

#### Analysis of Post-test Vocabulary Results

The data on the post-test performance of the subjects on the Nelson-Denny Reading Test are presented in Table 1 and 2. The data showed that on the vocabulary post-test, the subjects in the Control group earned scores which ranged from a low of thirteen to a high of fifty-nine with a mean 32.5. The data further revealed that one or 16.6 percent of this group was above the mean and five subjects or 83 percent scored below the mean.

For the Experimental group, post-test vocabulary scores ranged from a low of thirty to a high of seventy-nine with a mean of 46.8. The data revealed that three or 50 percent of this group scored above the mean and three subjects or 50 percent scored below the mean.

#### Analysis of Post-test Comprehension Results

The data showed that on the comprehension post-test, the scores of the subjects in the Experimental group ranged from a low of twenty-four to a high of fifty-two with a mean of 41.6. The data revealed that four

or 66.4 percent of this group scored above the mean and two subjects or 33.2 percent scored below the mean.

For the control group, post-test comprehension scores ranged from a low of twelve to a high of fifty-eight with a mean of thirty-one. The data revealed that two or 33.2 percent of this group scored above the mean and four subjects or 66.4 percent scored below the mean.

#### Analysis of Post-test Total Score Results

Total post-test scores for the Experimental group ranged from a low of 66 and a high of 123, a mean of 88.5 and a standard deviation of 21.27. Additionally, the data revealed that two or 33.2 percent of this group scored above the mean and four or 66.4 percent of this group scored below the mean.

The data on the post-test showed that the total scores of the Control group ranged from a low of thirty-two to a high of 117, a mean of 63.5 and a standard deviation of 28.60. The data revealed that one or 16.6 percent of this group scored above the mean and five or 83 percent of this group scored the mean (see Table 4).

Data analyses revealed no significant differences in any measure due to the structured counseling technique. Therefore, the null hypothesis: There is no significant difference in the mean scores of students who have counseling added to their remedial reading program and students who have not, is accepted. The difference between the means resulted in a t-score of .6116 (see Table 4).

TABLE 3  
INDIVIDUAL GAIN/CHANGE SCORE

	<u>Experimental Group</u>				<u>Control Group</u>			
	Post	Pre	D	D <sup>2</sup>	Post	Pre	D	D <sup>2</sup>
Subject 1	66	36	30	900	60	30	30	900
Subject 2	85	47	38	1444	60	47	13	169
Subject 3	123	68	55	3025	32	27	5	25
Subject 4	104	83	21	441	117	68	49	2401
Subject 5	73	55	18	324	49	26	23	529
Subject 6	80	68	12	144	63	45	18	324
Sum	531	357	174	6278	381	243	138	4347.9
Mean	88.5	59.5	29	1046	63.5	40.5	23	724.6
SD	21.67	16.88	15.70		28.60	16.26	15.32	

The Experimental group showed the greatest gain the area of vocabulary. The Control group also showed gain in the area of vocabulary (see Table 5). Information analyzed from the counseling sessions evaluation forms revealed that Counseling Session 1 was more effective than any of the other counseling sessions (see Appendix B for a Summary of Session Evaluation Forms).

TABLE 4  
SUMMARY OF RESULTS

Group	Mean	S.D.	Mean	S.D.	S.E. of Mean	SE of Diff.	DF	t
Experimental N = 6	59.5	16.88	88.5	21.27	7.02	9.81	10	0.6116 n.s.
Control N = 6	40.5	16.26	63.5	28.60	6.85			

TABLE 5  
PRE/POST-TEST COMPARISONS

	Pre-test Vocabulary	Post-test Vocabulary	Difference	Pre-test Comprehension	Post-test Comprehension	Difference	Pre-test Total	Post-test Total	Difference
Control N = 6	20.1	32.5	12.4	20.3	31	10.7	40.5	63.5	23.0
Experimental N = 6	32.1	46.8	14.7	27.3	41.6	14.3	59.5	88.5	29.0

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The preceding chapters have presented a detailed report of the problem and the purposes of the study, research questions, and a review of the related literature. They also included methods and procedures as well as an analysis of data. Chapter V provides a summary of the findings of the study and focuses on conclusions, implications and recommendations. A synopsis of the interpretations are presented in a discussion section which precedes the recommendations.

#### Recapitulation of Basic Elements of the Study

Effective learning in any subject area depends largely upon proficiency in reading. Reading is essential to our everyday activities as well as to academic endeavors. Competence in particular strategies and applications involved in the reading process is important at all academic levels.

In recent times, research has focused on the elementary, secondary or college remedial reading student. However, authorities are beginning to see the need for remedial reading services at the professional/graduate school level. At this time in his life, the student is making adjustments and developing and making plans that will no doubt, be with him throughout his lifetime. The uniqueness of this student

requires a unique remedial reading program; moreover, a program suited to his needs.

In planning a reading program for professional/graduate students, continuous assessment and instruction in both the cognitive and affective domains and for varying abilities, require procedures based on the identification of skills in defined categories.

Many times professional/graduate students do experience difficulty in school, and, consequently, are poorly motivated due to negative attitudes, undeveloped interests, and lack of goals. In spite of these factors, some professional/graduate students succeed in school, find academic success and are motivated to undertake new academic tasks. Experiences relating to environmental surroundings can become meaningful to the student as new concepts are realized. These concepts can be easily learned if experiences and interests are incorporated and utilized in instruction.

Of the many existing influences which have significance for determining basic foundations for developing reading concepts, structured counseling is among the influences which should be examined by educators concerned with accountability in the reading curriculum.

Counseling consists of a person-to-person relationship in which one person helps another resolve an area of conflict that heretofore has not been resolved.<sup>1</sup> The helper, in the relationship and for this

---

<sup>1</sup>William A. Poppen and Charles L. Thompson, School Counseling: Theories and Concepts (Lincoln, Nebraska; Professional Educators Publications, Inc., 1974), p. 9.

purpose, the teacher, by virtue of his training and expertise, acts as a counselor who attempts to assist the student in becoming an independent learner capable of resolving situations.<sup>2</sup> In essence, counseling has the ultimate goal of changing behavior. The procedure used in this study, Counseling and Instruction in Reading Skills (CAIRS), combined counseling skills with reading skills instruction in an effort to effect changes in the academic performance of graduate students enrolled in a remedial reading class.

This study was undertaken to investigate the effectiveness of the use of counseling in graduate remedial reading services. The attendant problem was to determine if there existed a significant difference between the mean reading achievement scores of students who had counseling added to their program as compared to those who did not receive counseling.

Other purposes were:

1. Determine which reading area did the group that received structured counseling show the least gain/most gain
2. Determine which reading area did the group that did not receive structured counseling show the least gain/most gain
3. Determine which counseling session is more effective for the needs of the students
4. Determine if assisting students in understanding their test performances is a positive practice in counseling

The instrument used in this study was The Nelson-Denny Reading Test, Forms C and D.

---

<sup>2</sup>Ibid.

Basic reading instruction for the subjects in the experimental group followed the regular 155Y-Communication Skills Reading Component Syllabus with the addition of structured counseling. The control group followed the regular course syllabus. One teacher executed instruction for both groups for a period of eight weeks.

The quasi-experimental method was utilized in this research project. This method was used because of the sample size and the length of the treatment. To determine statistical significance of pre-test gain scores for each group, t-tests were employed.

This study was conducted at Atlanta University, Atlanta, Georgia, and the findings were based on results relating to this institution. Subjects who were involved in this study were twelve participants from a pool of approximately one hundred graduate/professional students enrolled in the Reading Component of the Communication Skills Program and were performing below the university's established stanine score. Limitations of this study pertained to factors relating to the Hawthorne effect, maturation of the participants, pre-test and post-test scores, natural capabilities of the participants, limited samples, and other instruction which may have affected the results.

The literature provided a background of information on establishing and designing special purpose reading programs. Further, research revealed that the uniqueness of these special purpose reading programs required that those faculty involved in them be sensitive to the limitations and abilities of their students. Additionally, research suggested ongoing experimentation with various testing instruments and



instructional techniques and approaches, particularly with the addition of counseling, to determine how skills in professional/graduate remedial reading courses can best be taught and applied.

### Findings

The analysis of the data resulted in these major findings:

1. The use of structured counseling does not affect reading achievement
2. The direct teaching of vocabulary in structured counseling sessions increased the mean score in vocabulary, but no significant differences resulted
3. The mean scores of students who were counseled achieved higher scores in vocabulary and comprehension, as measured by the Nelson-Denny Reading Test than the students who were not counseled, though the differences were not statistically significant
4. International students, in particular, articulated favorable attitudes toward the counseling sessions and toward the reading program in general. These students perceived the information and explanation given helpful in understanding their test performance
5. The objectives for each counseling session were achieved as determined by rating on the session/course evaluation forms
6. The inclusion of the counseling component facilitated coverage of all course topics
7. Students gave the highest rating to the first session which helped students interpret their test performance
8. Students were reluctant to participate initially, but were fully involved at the end of the research project

### Conclusions

As a result of this study, findings seem to indicate that for the sample involved eight one-hour structured counseling sessions did not

produce statistically significant differences between experimental and control groups. However, analysis did reveal that in some cases, particularly in the area of vocabulary, the experimental group made higher increases in scores than did the control group. Additional statistical analyses would probably reveal some individual increase although the changes that occurred in this study were not significant collectively, nor could they be attributed to structured counseling. Additionally, empirical data suggest that neither socioeconomic, cultural and ethnic backgrounds, choice of major, racial nor sexual differences of students were related to group achievement.

### Implications

On the basis of the foregoing findings and conclusions, the following implications were drawn:

1. The major component in a successful reading program should be teacher preparation and awareness of the students in his/her program
2. Reading educators must continue to improve, as well as make viable, college reading programs
3. Even reading at advanced level, educators should provide diagnostic profiles, investigate and interpret ethnic backgrounds, attitudes and any other related factors in diagnosing, placing and teaching students
4. Counseling as a part of the reading program should be further investigated

### Recommendations

The summary, findings, conclusions, and implications formed the bases for the following recommendations:

1. The study should be extended to include a larger population
2. The study should be repeated over an extended period of time
3. More research in the area of improving the professional/graduate remedial reading services is needed, particularly using various techniques and approaches
4. Further investigation is needed to determine the effectiveness of selected counseling procedures on the reading improvement of professional/graduate students

## APPENDICES

APPENDIX A  
INSTRUCTION AGENDA

155Y - Communication Skills: Reading (Section I and IV)  
1982-1983 Second Semester  
G. Cloyd, Instructor and Guide  
Textbook: 1100 Words You Need to Know - Bromberg and Gordon

(Also, purchase a package of index cards and a composition notebook.)

<u>Session</u>	<u>Date</u>	<u>Topic(s) Covered/Assignments</u>
1	Feb. 3, 1983 Feb. 5, 1983	Course Introduction and Tips for Success
2	Feb. 10, 1983 Feb. 12, 1983	Ineffective Reading Habits Assignments: 1) Textbook-weeks 1 and 2 <hr/>
3	Feb. 17, 1983 Feb. 19, 1983	Establishing a Purpose for Reading Assignments: 1) Textbook-weeks 3 and 4 <hr/>
4	Feb. 24, 1983 Feb. 26, 1983	I. Comprehension: Sentence, Paragraph, Passage Assignments: 1) Textbook-weeks 5 and 6 <hr/>
5	Mar. 3, 1983 Mar. 5, 1983	II. Comprehension: Sentence, Paragraph, Passage Assignments: 1) Textbook-weeks 7 and 8 <hr/>
6	Mar. 10, 1983 Mar. 12, 1983	Concentration and Recall Assignments: 1) Textbook-weeks 9 and 10 <hr/>

<u>Session</u>	<u>Date</u>	<u>Topic(s) Covered/Assignments</u>
7	Mar. 17, 1983	I. Vocabulary: Affixes Assignments: 1) Textbook-weeks 11 and 12 _____  _____
8	Mar. 24, 1983 Mar. 26, 1983	II. Vocabulary: Context Assignments: 1) Textbook-weeks 13 and 14 _____  _____
9	Mar. 31, 1983 Apr. 2, 1983	I. Reading Rate Assignments: 1) Textbook-weeks 15 and 16 _____  _____
10	Apr. 7, 1983 Apr. 9, 1983	II. Reading Rate: Application Assignments: 1) Textbook-weeks 17 and 18 _____  _____
11	Apr. 14, 1983 Apr. 16, 1983	Study Skills: Notetaking and Out- lining; Techniques Assignments: 1) Textbook-weeks 19 and 20 _____  _____
12	Apr. 21, 1983 Apr. 23, 1983	Test Taking Skills Assignments: 1) Textbook-weeks 21 and 22 _____  _____
13	Apr. 28, 1983 Apr. 30, 1983	Course Wrap-Up Topic (open) _____  _____
		Assignments: 1) Textbook-weeks 23 and 24; Final Review pp. 243-249
14	May 5, 1983 May 7, 1983	Retest - NDRT

APPENDIX B  
SESSION EVALUATION RESULTS

	Very Helpful	Helpful	Little Help	No Help	No Comments
Session 1	5				1
Session 2	3	1	1		1
Session 3	3	2	1		
Session 4	3	2	1		
Session 5	3	2			
Session 6	4	3			
Session 7	3	1	2		
Session 8	3	2	1		

APPENDIX C  
CHARACTERISTICS OF PARTICIPANTS

	Experimental	Control
Total	6	6
Sex		
Male	6	6
Female	0	2
Cultural Identity		
Afro-American	1	0
White	0	0
Other	5	6
Age		
Under 30	4	4
30 - 45	2	2
Over 45	0	0
Graduate School		
Education	1	1
Social Work	0	1
Library Science	0	0
Arts and Sciences	3	2
Business	2	2



## APPENDIX D

## VITA

GARY R. CLOYD  
P. O. Box 50223  
Central City Station  
Atlanta, Georgia 30302-0223

Personal Information

Married: Gwyneth Hirsch Cloyd  
Son: Christopher Cloyd  
Parent: Mrs. Pansy Woods Cloyd

Educational Credentials

Bachelor of Arts degree (Elementary Education/Music)  
Morehouse College, Atlanta, Georgia  
May 1978  
Master of Arts degree (Reading Education)  
Atlanta University, Atlanta, Georgia  
May 1981  
Education Specialist degree (Reading/English Education)  
Atlanta University, Atlanta, Georgia  
July 1988  
Further Study - George Peabody Teachers College of  
Vanderbilt University, Nashville, Tennessee

Experience

Teacher, Spelman College Demonstration School, Atlanta, Georgia  
Instructor of Reading, Morehouse College, Atlanta, Georgia  
Title I Reading Teacher, Livingston Elementary School,  
Covington, Georgia  
Part-time Reading/English Instructor, Morris Brown College  
Atlanta, Georgia  
Part-time Adjunct Professor of Reading, Atlanta University,  
Atlanta, Georgia  
Teacher, Atlanta Public Schools Systems, Atlanta, Georgia

Affiliations

International Reading Association (IRA)  
Georgia Council in Reading Association (GCIRA)  
Metropolitan Atlanta Developmental Reading Council (MADRC)  
Atlanta University Reading Teachers Association  
Alpha Phi Alpha Fraternity, Inc.  
Phi Delta Kappa Fraternity, Inc.  
St. Andrew A.M.E. Church, Memphis, Tennessee

## BIBLIOGRAPHY

### Books

- Bloom, Benjamin S., ed. Taxonomy of Educational Objectives. New York: David McKay, 1956.
- Borg, Walter R. and Gall, Meredith. Educational Research. 3rd ed. New York: Longman, Inc., 1979.
- Egerton, John. Higher Education for "High Risk" Students. Atlanta, Georgia: Southern Education Foundation, 1969.
- Fairbanks, Marilyn. "The Effect of College Reading Improvement Programs on Academic Achievement. In Interaction: Research and Practice for College-Adult Reading, pp. 101-109. Edited by P. L. Macke. Clemson, South Carolina: National Reading Conference, Inc., 1974.
- Ferrin, Richard I. Developmental Programs in Midwestern Community Colleges. Princeton, New Jersey: College Entrance Examination Board, 1971.
- Fry, Edward. "College and Adult Reading." Projections for Reading: Preschool through Adulthood. Washington, D. C.: Government Printing Office, 1978.
- Gordon, Edmund W. and Wilkerson, Doxey A. Compensatory Education for the Disadvantaged: Programs and Practice--Preschool through College. Princeton, New Jersey: College Entrance Examination Board, 1971.
- Harris, Theodore L. "Making Reading an Effective Instrument in Learning in the Content Fields." In Forty-seventh Yearbook of the National Society for the Study of Education, Part II. Clemson, South Carolina.
- Herber, Harold L. "Reading Programs Grades Seven through Twelve." Projections for Reading: Preschool through Adulthood. Washington, D. C.: Government Printing Office, 1978.
- Kidd, J. R. How Adults Learn. rev. ed. New York: Association Press, 1973.

- Kirk, Barbara. Cited in Calvin D. Catterall and George M. Gazda. Strategies for Helping Students. Springfield, Illinois: C. C. Thomas, Inc., 1978.
- Knowles, Malcolm S. Modern Practice of Adult Education: Andragogy versus Pedagogy. New York: Association Press, 1970.
- Krathwohl, David R. Taxonomy of Educational Objectives: The Classification of Educational Goals (Handbook II: Affective Domain). New York: David McKay Company, 1964.
- Leedy, Paul D. "Discovering Those Who Need Individual Help in Reading in College." Reading and Inquiry. International Reading Association Conference Proceedings, vol. 10, 1965.
- Mahler, Clarence. "A Framework for Group Counseling." In Theories and Methods of Group Counseling, p. 86. Edited by George D. Gazda. Springfield, Illinois: Charles Thomas, 1969.
- Martin, Ruby W. "Historical Perspectives in College Reading Past to Future." A Report on a Cooperative Academic Planning Curriculum Development Workshop in Curriculum Change in Black Colleges VII. Washington, D. C.: Institute for Services to Education, Inc., 1974.
- McClusky, Howard. "Central Hypothesis about Adult Learning." Report of the Commission of the Professors of Adult Education. Washington, D. C.: Adult Education Association of the United States of America, 1958.
- McWhorter, Kathleen T. College Reading and Study Skills. (Instructor's Manual). Boston: Little, Brown and Company, 1980.
- Newton, Eunice Shaed. "Andragogy: Understanding the Adult as a Learner." In Reading and the Adult Learner, pp. 3-5. Edited by Laura S. Johnson. Newark, Delaware: International Reading Association, 1980.
- Orlich, Donald. Teaching Strategies. 2nd ed. Lexington, Massachusetts: D. C. Heath and Company, 1985.
- Raygor, Alton. "Counseling in the Reading Program." In Research and Evaluation in College Reading, pp. 85-89. Edited by Oscar Causey and Emery Bliesmer. Fort Wayne, Texas: The Texas Christian University Press, 1968.
- Roeber, Edward C. The School Counselor. New York: The Center for Applied Research in Education, Inc., 1970.

- Rogers, Carl. Client-Centered Therapy. Boston, Massachusetts: Houghton-Mifflin Company, 1951.
- Rathney, J. Guidance Practices and Results. New York: Harper and Row, 1958.
- Schellenberg, James A. "Group Size as a Factor in Success of Academic Discussion Groups." In Perspectives on the Group Process: A Foundation for Counseling with Groups, pp. 96-100. Edited by C. Gratton Kemp. Boston, Massachusetts: Houghton-Mifflin Company, 1964.
- Shaw, Phillip. "Reading in College." Development in and through Reading, in Sixtieth Yearbook of the National Society for the Study of Education, pt. 1. Chicago, Illinois: The University of Chicago Press, 1962.
- Spache, George D. "College-Adult Reading-Past, Present and Future." The Psychology of Reading Behavior in Eighteenth Yearbook of the National Reading Conference. Newark, Delaware: International Reading Association.
- Smith, Nila Banton. American Reading Instruction. New York: Silver Company, 1934.
- Southern Regional Education Board. 1948-1968: Twenty Years of Progress in Higher Education. Atlanta, Georgia: Southern Regional Education Board, 1968.
- Tyler, Leona. The Work of the Counselor. New York: Appleton-Century-Crofts, Inc., 1975.
- Vernon, M. D. Backwardness in Reading. Cambridge, Massachusetts: University Press, 1958.
- Work, David M. "Twenty-five Years of Research on Adult Reading." Philosophical and Sociological Bases of Reading, in Fourteenth Yearbook of the National Reading Conference. Newark, Delaware: International Reading Association.
- Wrenn, C. Gilbert. Student Personnel Work in College. Cited by Stanley A. Fagen and Leonard J. Guedalia, Individual and Group Counseling. Washington, D. C.: Psychoeducational Resources, Inc., 1977.

Journals and Periodicals

- Aaron, Robert. Design Concepts for Contingency Management of Development Adolescents. Cited by Albert J. Shannon in "Effects of Methods of Standardize Reading Achievement Test Administration on Attitude toward Reading." Journal of Reading 23 (May 1980):684.
- Barker, Miriam Lois. "The Interrelation between Personality and Reading Difficulties." Ph.D. dissertation, Western Reserve University, 1953. Cited by G. Keith Dolan, "Counseling as an Aid for Delayed Readers," Journal of Reading 8 (November 1964):129-132.
- Bergman, Irwin B. "Integrating Reading Skills with Content in a Two-Year College." Journal of Reading 27 (January 1977):327-331.
- Boswell, Katherine. "The Culturally Disadvantaged College Student." Journal of the National Association of Women Deans and Counselors 35 (Spring 1972).
- Burgess, Barbara; Cranney, A. Garr; and Larsen, Janet L. "Effect on Academic Achievement of a Voluntary University Reading Program." Journal of Reading 26 (May 1976):644-649.
- Campbell, D. "Achievements of Counseled and Non-Counseled Students Twenty-five Years after Counseling." Journal of Counseling Psychology 11 (Winter 1965):287-293.
- Corlett, Donna. "Communication Opens the Door of Reading Improvement for Minority Students." College Student Journal 7 (March 1973).
- Dolan, G. Keith. "Counseling as an Aid for Delayed Readers." Journal of Reading 8 (November 1964):129-132.
- Gardner, James and Ransom, Gracye. "Academic Reorientation: A Counseling Approach to Remedial Readers." Journal of Reading 20 (January 1968):529-534.
- Garnett, Elizabeth. "Reading Improvement Programs in Alabama and Georgia." The Journal for College Reading Improvement 7 (April 1975):41-47.
- Goodrich, Andrew. "Minorities in Two-Year Colleges: A Survey." Community and Junior College Journal 43 (December-January 1973).
- Hattenschwiller, Dunstan. "Counselor and the Instructional Program." School Counselor 17 (November 1969).
- Kilanski, Doris M. "A Reading and Guidance Center." Journal of Reading 25 (February 1975):754-756.

- Kinnick, B. and Shannon, J. "The Effects of Counseling on Peer Group Acceptance of Socially Rejected Students." The Personal and Guidance Journal 43 (March 1965):715-717.
- Lesnick, Howard. "Organizing the Developmental Reading Course." The Journal for College Reading Improvement 7 (April 1975):59-64.
- Magnavita, M. "Motivating High-Risk Freshmen." Journal of Reading 20 (August 1979):310-314.
- Reith, Richard; Jacques, Marie; and Brown, James. Studies cited by Oran Stewart and Ebo Tei, "Some Implications for Reading Instruction." Journal of Reading 27 (October 1983):36-43.
- Richard, Jean. "Two Methods of Reading Instruction for College Freshmen." Journal of Reading 22 (October 1980):362-367.
- Russell, David H. "Personal Values in Reading." Reading Teacher 15 (December 1961):172.
- Shannon, Albert J. "Effects of Methods of Standardized Reading Achievement Test Administration on Attitude toward Reading." Journal of Reading 23 (May 1980):684-689.
- Simmons, Ron. "Teaching the Disadvantaged in Engineering." Journal of Reading 32 (March 1979):167-170.
- Ziebel, Bebe. "The Reading Teacher as Guidance Counselor." Journal of Reading 18 (October 1974):692-696.

#### Dissertations

- Flippo, Rona F. "Comparison of College Students' Reading Gains in a Developmental Reading Program Using General and Specific Levels of Diagnosis." Ph.D. dissertation. University of Florida, 1979.
- Florio, C. B. "An Assessment of Effectiveness of Remedial Reading Courses at San Antonio Colleges." Ph.D. dissertation, University of Texas at Austin, 1975.
- Howard, Virginia. "Developments in Instruction in Selected Four-Year College Reading Improvement Programs throughout the United States, 1950-1974." Ed.D. dissertation, The Washington University, 1975.

Interview

Johnson, Dean Laurie. Atlanta University, Atlanta, Georgia. Interview,  
15 March 1983.

Miscellaneous Reference

Mixon, Gloria A. "The Communication Skills Program: An Overview."  
Atlanta University., Atlanta, Georgia, 1981. (Mimeographed.)

THESIS TRANSMITTAL FORM

Name of Student Gary R. Cloyd

Title of Thesis "The Effects of Structured Counseling on the Reading  
Achievement of Graduate Students"

We the undersigned members of the Committee advising  
this thesis/dissertation, have ascertained that in every  
respect it acceptably fulfills the final requirement for  
the degree of Specialist in  
M.A., M.S., Specialist, Ph.D., etc.

Curriculum/School of Education  
Department or School

Gloria A. Wilson  
Major Advisor

Curriculum 7/15/88  
Department Date

Ralph Frick  
Name

7/15/88  
Date

                                           
Name Date

                      
Name

                      
Date

                                           
Name Date

As Chair of the Department of Curriculum,  
I have verified that this manuscript meets the Department's  
standards of form and content governing theses and disserta-  
tions for the degree sought.

Ralph Frick  
Chair

7/15/88  
Date

As Dean of the School of Education  
I have verified that this manuscript meets the School's regu-  
lations governing content and form of theses and dissertations.

Luby A. Thompson  
Dean

7/15/88  
Date



ATLANTA UNIVERSITY THESIS OR DISSERTATION  
DEPOSITED IN THE A.U.C. LIBRARY

STATEMENT OF UNDERSTANDING

In presenting this thesis as a partial fulfillment of the requirements for an advanced degree from Atlanta University, I agree that the Atlanta University Center Library shall make it available for inspection and circulation in accordance with its regulations governing materials of this type. I agree that permission to quote from, to copy from, or to publish this thesis may be granted by the author or, in his absence, the professor under whose direction it was written, or in his absence, the Dean of the School of Education at Atlanta University. Such quoting, copying, or publication must be solely for scholarly purposes and must not involve potential financial gain. It is understood that any copying from or publication of this thesis which involves potential financial gain will not be allowed without written permission of the author.

July 15, 1988

DATE

  
Signature of Author